

# MONTANA STATE LIBRARY

This “cover” page added by the Internet Archive for formatting purposes



01.451  
48h  
'80

THE DOCUMENTS COLLECTION



10/30/80 P51

MONTANA STATE LIBRARY  
930 E Lyndale Ave.  
Helena, Montana 59601



# PLEASE RETURN

## **HISPANICS IN MONTANA**

**REPORT TO THE 47th MONTANA LEGISLATIVE ASSEMBLY  
AS MANDATED BY  
HOUSE JOINT RESOLUTION No. 19**

**— OCTOBER 31, 1980 —**

*Prepared by the:*

**DEPARTMENT OF COMMUNITY AFFAIRS**  
*Harold A. Frysle, Director*

**COMMUNITY SERVICES DIVISION**  
*John H. Allen, Administrator*

**THE HISPANIC TASK FORCE**  
*Roberto Federico, Chairperson*

MONTANA STATE LIBRARY  
S 301.451 C48h 1980 c.1  
Hispanics in Montana : report to the 47th



3 0864 00036238 7

Table of Contents

Table of Contents - - - - -	1
Cover letter- - - - -	2
Introduction - - - - -	4
Acknowledgements - - - - -	6
Signature sheet - - - - -	8
House Joint Resolution No. 19 - - - - -	9
Hispanic Interviews: an analysis - - - - -	11
Short & long form surveys: an analysis - - - - -	28
Bibliography - - - - -	41
Education survey report - - - - -	44
Recommendations - - - - -	45
Appendix - - - - -	46
A. Long survey form questions	
Long survey form data	
Short survey form questions	
Short survey form data	
B. Education survey forms	
Education data	
C. Mental Health Survey	
D. Names & addresses of Task Force members and participants	



October 31, 1980

The 46th Montana Legislative Assembly passed House Joint Resolution 19, requesting that this department undertake a thorough study of the problems affecting the citizens of Montana who are of Hispanic heritage. This agency was assisted in this study by an advisory board composed of members of established Hispanic-American organizations in the state of Montana: The Hispanic Task Force.

Beginning in the Summer of 1979, representatives of Hispanic organizations, the Governor's Office, this agency, and legislators, educators, and private citizens met to lay the groundwork for the advisory board. It was agreed that only official representatives of Hispanic organizations would hold seats on the Task Force, although any interested persons would be welcome to attend the meetings.

During the last eighteen months, the Task Force has accomplished several important goals. Both a short and long form survey of several hundred Hispanic citizens in Montana has been completed. Interviews were conducted with Hispanics, both those new to Montana and those who have been here for a number of years, in an attempt to learn what common needs exist and what common reasons these people shared for coming to Montana. The Office of Public Instruction has worked closely with the Task Force, developing questionnaires to be administered to school personnel and school children.

This work was completed although no funding was provided by the house joint resolution. The Task Force and the staff assigned by this agency used volunteer help when necessary to accomplish their goals. The attached report represents a successful beginning, a first look at the problems and needs of the Hispanics of Montana. Money and additional time would certainly provide a more in depth analysis.



In spite of monetary and personnel constraints, the department responded to the mandate of House Joint Resolution 19. We thus submit this report of Hispanic Task Force: a report representing long hours of work and dedication by the Task Force, our staff, and others who gave their time and energies.



John H. Allen, Administrator  
Community Services Division



## INTRODUCTION

This report has been prepared in response to House Joint Resolution No. 19, enacted by the 1979 Montana legislature which directed the Department of Community Affairs to undertake a thorough study of the problems affecting Hispanic Montanans. The department, with the assistance of an advisory board composed of representatives from established Hispanic organizations in Montana, was requested to make recommendations regarding Hispanics in Montana for the consideration of the 1981 legislature. The Department of Community Affairs and the Hispanic Task Force believe that this study satisfies the requirements of the joint resolution, reasonably, objectively, and directly.

At the direction of the Hispanic Task Force, the Department of Community Affairs, together with the Task Force, has focused its investigation on several areas of concern to Hispanics in Montana. Several interviews with Hispanic persons were completed. Newcomers and longtime residents were interviewed in an attempt to discover any commonalities. More than two hundred persons were surveyed, using a short form questionnaire. Additionally, a lengthy questionnaire was administered to two hundred people. The questionnaires inquired about education, language, income, employment, housing, and health care, and legal problems. A mental health survey was conducted by the Department of Institutions in co-operation with the Task Force. Finally, in cooperation with the Office of Public Instruction, surveys were designed to be administered to school children and administrators.

This report is an initial attempt to define any conditions that might hinder and retard economic development, employment, and education for Hispanic Montanans. While this report does not lay out the solutions guaranteed to eliminate the factors that contribute to undesirable social and economic conditions, it demonstrates a concerted effort by the Hispanic Task Force and the Department of Community Affairs to offer an approach that might facilitate an orderly,



positive, and constructive plan affecting the lives of Montana Hispanics and their neighbors. The Hispanic Task Force and the Department of Community Affairs-Community Services Division hope this study may persuade legislators, the governor, and Montanans that the time has come for state government to lead in decisions affecting the Hispanic Montanas.

Although this report does not present the answer, it does convey some background and several recommendations-based on information gathered-that can be used to benefit Hispanic Montanans.



### Acknowledgments

Many people contributed to the Hispanic Study. Thanks is due the 46th Legislative Assembly for passing the resolution. Particularly, we thank the legislators who introduced the bill: Representatives Teague, Dozier, Fabrega, Ramirez, Holmes, Williams, O'Connell, Dassinger, Pistoria, H. Robbins, Johnson, Gerke, Johnston, Frates, Harper, Bengston, Kessler, and Huennekens. Special thanks goes to Representatives Teague, Dozier, and Fabrega who worked especially laboriously to pass HJR 19. Mr. Harold A. Frys lie, Director, Department of Community Affairs, assumed responsibility as requested and directed the Community Services Division to undertake the study. Mr. John Allen, Administrator, Community Services Division, spearheaded the Task Force organizing, and then assigned the project to Bryant Hatch. Without question, the additional staff, including Marianne Vestre and the secretarial support, was, important for the Task Force to complete its work. A very special thanks and appreciation to Shelley Hopkins whose humor and professional skills kept the Task Force on track and traveling at a good speed. Bryant Hatch, with his staff, ingeniously kept a non-funded project from disappearing into the mountains of excuses for not completing the Hispanic study. Georgia Rice, Office of Public Instruction, allowed Lynn Hinch to assist the Task Force in the education surveys. Without Lynn, the education survey would still be a plan. Augustine Lopez worked hard on the educational surveys. Thanks to all the school districts which participated. The Department of Institutions, through Mr. Dave Drachman, provided assistance with computer coding that was essential to completion of this study. The Department of Community Affairs - Research and Information Systems Division, especially Tom Dundas and Marc Wiitala, provided the data from the raw questionnaires. The History Department at the University of Montana significantly aided Professor Machado in his work. Thanks to Scott Long for his work. Janice Huffman typed the final draft and finished report. Thanks to all of the above.



And finally, to the Task Force members, who volunteered hours, and gave their skills devotedly without pay, meeting deadlines as closely as possible--thank you. Other people who contributed to the study in many ways were the ten Human Resource Development Council directors and all of those interested persons who attended our meetings or helped in so many other ways. To all of them--thank you!



Signature Sheet

We are pleased to acknowledge the satisfactory and successful completion of  
of the Task Force Study.

Robert M. Federico

Robert M. Federico

Rodney L. Garcia

Rodney L. Garcia

Margie Orozco

Margie Orozco

Antoine J.J. Bastien

Antoine J.J. Bastien

Manuel Orozco

Manuel A. Machado, Jr.

Manuel A. Machado, Jr.

Walter M. Janer, S.J.

Walter M. Janer, S.J.

Angelina Vallejo Cormier

Angelina Vallejo Cormier

Esther Peralez Hoffman

Esther Peralez Hoffman



HOUSE JOINT RESOLUTION NO. 19  
 INTRODUCED BY TEAGUE, DOZIER, FABREGA, RAMIREZ, HOLMES,  
 WILLIAMS, O'CONNELL, DASSINGER, PISTORIA, H. ROBBINS,  
 JOHNSON, GERKE, JOHNSTON, FRATES, HARPER, BENGTSON, KESSLER,  
 HUEHNEMER

A JOINT RESOLUTION OF THE SENATE AND THE HOUSE OF  
 REPRESENTATIVES OF THE STATE OF MONTANA REQUESTING THAT THE  
 DEPARTMENT OF COMMUNITY AFFAIRS EMPLOY ITS ENDEAVOR STAFF  
 PERSONNEL AND RESOURCES TO UNDERTAKE A THOROUGH  
 STUDY OF THE PROBLEMS AFFECTING THE CITIZENS OF MONTANA WHO  
 ARE OF MEXICAN-AMERICAN HISPANIC HERITAGE AND THAT THE  
 DEPARTMENT BE ASSISTED IN THIS STUDY BY AN ADVISORY BOARD  
 MADE UP OF MEMBERS OF ESTABLISHED MEXICAN-AMERICAN HISPANIC  
 AMERICAN ORGANIZATIONS IN THE STATE OF MONTANA.

WHEREAS, the situation confronting Mexican-Americans  
 AMERICANS OF HISPANIC HERITAGE in Montana is multifaceted  
 and complex; and  
 WHEREAS, an average Mexican-American HISPANIC HERITAGE  
 family in Montana is confronted not only with problems  
 associated with being a distinctive cultural minority but  
 also those conditions that hinder and retard economic  
 development — underemployment, unemployment, and lack of  
 educational and employment opportunities; and  
 WHEREAS, there is a need for a mechanism to allow both  
 government and the private sector to become aware of the  
 above conditions; and  
 WHEREAS, the problems are perpetuated because there has  
 been no concerted effort to eliminate the factors that  
 contribute to undesirable social and economic conditions.

NOW, THEREFORE, BE IT RESOLVED BY THE SENATE AND THE HOUSE  
 OF REPRESENTATIVES OF THE STATE OF MONTANA:

That the Department of Community Affairs is requested  
 to employ its ENDEAVOR staff personnel ESSENTIAL AND  
 resources to undertake a thorough study of the problems  
 affecting the citizens of the state of Montana who are of  
 Mexican-American HISPANIC heritage and that the Department  
 be assisted in this study by an advisory board made up of  
 members of established Mexican American HISPANIC AMERICAN  
 organizations in the state of Montana. THE DEPARTMENT DE  
 COMMUNITY AFFAIRS IS AUTHORIZED TO SEEK FUNDING FROM  
 ENDEAVOR STATE LOCAL AND PRIVATE SOURCES.  
 RE IT FURTHER RESOLVED, that the Secretary of State  
 send a copy of this resolution to Harold Frysle, Director  
 of the Department of Community Affairs of the state of  
 Montana.  
 BE IT FURTHER RESOLVED, that the DEPARTMENT OF  
 COMMUNITY AFFAIRS SHALL REFURBISH FINDINGS IN THE STATE  
 LEGISLATURE AND MAKE RECOMMENDATIONS FOR DRAFT LEGISLATION

1  
PRIORITY OCTOBER 30, 1980.

-End-

HJR 0019/04

### Hispanic Interviews: An Analysis

(Note: This analysis was written by Manuel A. Machado, Jr., Professor of History, University of Montana. It is based on more than two dozen interviews with Hispanic Montanans conducted by staff and volunteer.)

Various traditions guide the writing of history. Among these lies the standard written documents upon which most history is based. At the same time, other means of acquiring historical evidence--photographs, art, music--have become increasingly popular and useful as modern technology has allowed the historian to utilize more effectively the transistorized tape recorder, the computer, and photographic processes. Our problem, in dealing with the oral history of any epoch or peoples, appears in making the determination between factual information and distorted remembrance.

Hispanics in Montana possess a vital history that has contributed significantly to the development of the state from territorial times to the present. As will be shown later, Hispanic contributions in agriculture and industry have acted as a major factor in the well-being of certain economic activities in the state. At the same time, we need to examine somewhat carefully--given the documentary restraints imposed upon the researcher--the maintenance of social and cultural traditions among the Hispanic populations of the state of Montana.

### Methodology

As is customary in an oral history approach to any given topic, the ideal form requires some discussion of methodology. In its optimum form, the researcher in oral history needs first and foremost to engage in a broad examination of extant source materials, both secondary and primary. Relevant scholarly accounts--bearing primarily on the topic or on collateral areas--and extant contemporary materials--diaries, newspapers, company records, correspondence, official documents

of every stripe--require careful perusal. From this point forward, the researcher must then develop and include in a final report a questionnaire format that will be addressed to each and every respondent. Within that format there should exist sufficient leeway for variations, but the format must, nonetheless, serve as the principal guideposts upon which questions are based. In short, an extremely careful and systematic approach must be taken in order to compose meaningful questions and elicit accurate responses. The researcher must have sufficient knowledge of the subject in order to ask impromptu questions that emerge from the discussion with the respondent.

Transcription also poses a problem for the researcher. Hours of tape-recorded information needs to be placed in readable form and edited appropriately. This time-consuming process often requires as much as two days per one hour of tape-recorded information. If foreign languages become a major mode of communication, then the transcription process becomes increasingly difficult and more wearing.

#### The Montana Variant

As in all human endeavors, the product resulting from the oral history interviews is less than perfect, for a variety of constraints--both human and monetary--intruded. Non-Historians shouldered the primary responsibility for the interviews, and as a result, some minor problems arose. These, however, were dealt with once the first few interviews were completed. Sufficient reading by the interviewers in the general literature dealing with Hispanics in the United States might have tightened the question format and made it more systematic. Finally, a major obstacle in the preparation of even a general history of Hispanics in the state appeared when no releases were obtained for the use of information contained in the transcribed interviews. As a result, only general statements can be made and these without direct

quotation or specific attribution. The Freedom of Information Act specifically protects respondents from use of information given in such interviews from citation without prior release.

Still, the interviews possess great value. They provide a diverse source of information for the history of Hispanics in Montana. A wealth of information--both original and corroborative--fill the pages of the transcripts. Anecdotes--the stuff of Mexican and Mexican-American folklore--also allow insights into the reactions of Hispanics in the state to the adaptations they were forced to make. Thus, despite the constraints imposed on the preparation of the study, a general, beginning history can be written. What this does, then, is merely provide the outline upon which future researchers can build.

#### Migrant Labor in the United States

Since the inception of the nation, there has always existed a reasonably mobile labor pool that often performed the least palatable and often most grueling tasks. This was and is especially true in the realm of agriculture. When the United States expanded beyond the Mississippi River and as it began to industrialize, the migratory phenomenon increased. Following the Civil War (1861-1865) the massive industrialization of the United States left vast areas of agricultural enterprise without sufficient labor. This became especially true in the cattle industry, the sheep industry, and in the period after 1890 as the precursors of agribusiness moved toward extensive production of agricultural goods.

The case of the cattle industry in the United States, and especially its development after 1865, amply illustrates the migratory nature of labor. Cowboys were naturally rovers. Burdened with not much more than their saddles

(saddles were expensive, horses were cheap), they followed jobs as they became available. Statistically, the rough estimates available to us indicate that one out of seven cowboys were Mexican and a similar figure applied to Blacks. Thus, in terms of Hispanics in Montana, it is reasonable to assume that as the large Texas cattle outfits, especially the XIT, trailed their herds to the northern range in the Yellowstone basin, a significant number of cowhands came from Mexican backgrounds.

Furthermore, the Mexican contribution to the cattle industry in the United States and Montana specifically cannot be discounted. Methods, attitudes toward cattle, and loyalties to land and beast can be attributed directly to the Mexican and Spanish influence on the range cattle industry of the United States.

After 1880, sheep and cotton attracted additional Mexican migrant labor, especially to Texas and the Southwest. This, in turn, provided an enlarged labor pool upon which their enterprises would eventually draw. Railroads and mining throughout the West had their fair share of Mexican laborers. We can assume, therefore, that at least a small portion of agricultural labor in Montana was Mexican before 1900. The same can be said about mining.

Introduction of mechanized farming and extensive production of agricultural goods forced farmers to search for a greater and more available labor pool. Between 1900 and 1920, farmers, especially in sugar beets in and around Billings, utilized newly-arrived Russian and German laborers for harvesting crops. In western Montana, the attempts at sugar beet culture in the Bitterroot valley also utilized Hispanics.

In Butte, a major center for copper mining, Hispanics--principally Chileans, Sonorans, and New Mexicans--contributed to the production of ore. These three aforementioned groups all possessed a mining tradition, and the use of mine labor from here clearly indicated the importance that the Anaconda

Company placed on the expertise of miners from those regions as well as from parts of Europe. Hispanics then augmented the labor pool for mining in the Butte area.

Momentous change, however, would engulf the sugar beet industry in central and western Montana. Mexico launched a massive revolution in 1910 aimed at the destruction of the ancien régime, the redistribution of land, and an equalization of resource distribution in Mexico. In part, this meant a seizure of lands held by big landholders and foreigners. Factionalism in Mexico's bloody struggle, however, reduced the Revolution to fratricide, and hundreds of thousands of Mexicans crossed the Rio Grande attempting to ride out the storm in the Southwest.

#### The Mexican Revolution and Migrants to Montana

Waves of Mexican refugees flooded the Southwest and Texas between 1912 and 1925. They sought jobs, attempted to organize political factions aimed at the restoration of particular groups in Mexico, and generally enriched and reinforced Mexican culture in the area. The Southwest and Texas, however, could not support the growing numbers in terms of employment and services, and, increasingly, Mexicans in the area sought employment outside of the borderlands area.

Coincidentally, the growth and mechanization of agriculture in the Northern Plains necessitated importation of labor. Former Russian and German beetworkers expanded their horizons and in turn became sugar beet ranchers. Shrinking of the labor pool during World War I (1914-1918) further exacerbated the labor problem. Consequently, the yet untapped source of agricultural workers in the Southwest became a target for growers and sugar companies alike.

## Hispanics in Billings, 1920-1945

Importation of Mexican labor to work the sugar beets fields in and around the Billings area accelerated after 1920. A large population of refugee Mexicans crowding around the Mexican-U.S. border points of entry (especially El Paso-Ciudad Juarez) made access to laborers merely one of recruiting workers and providing them with sufficient inducements to leave their enclaves of under-employment and societal security. While the employment opportunities for the swelling ranks of Mexican refugees along the border dwindled as more people fled from revolutionary chaos, the expanded barrios still provided a social and cultural identity that was lacking further north.

Mexican laborers came to Montana in various steps. Different respondents during oral history interviews indicated that they and their families had gone to areas like El Paso by 1915, hoping that the violence south of the Rio Grande would abate. While the fratricide continued, they were forced to look beyond the traditional borderlands areas for jobs.

Expansion of the sugar beet industry in Montana, first around the Billings area and the Bitterroot valley in western Montana, led sugar producers to look south for laborers. They utilized the few Mexicans already established in the area as recruiters. Various respondents indicated that, beginning in 1923, they had been recruited by Mexicans with Anglicized names, provided with transportation money to Billings, and promised other inducements upon arrival.

In this procedure the elements of coyotismo--the coyote or recruiter--manifested themselves. Mexicans acting as agents for different large agricultural concerns became responsible for attracting laborers. A somewhat conservative and reluctant peasant refugee would more than likely feel a greater affinity toward a person from his own people than toward an Anglo recruiter.

With the arrival of the first Mexican workers in 1923, the large sugar companies--principally the Great Western in the Billings area--needed to provide sufficient attractions for the workers to stay. In this endeavor they struck upon the idea of providing housing for the married couples and their families that came to the beet fields. The company provided the materials and the workers built the houses during the off-season. According to M. Merle Riggs, Agricultural Manager for the Great Western Sugar Company, on-farm housing was encouraged but met with resistance. In part, this resistance came from the desire of the workers to congregate in social and cultural enclaves. To begin with, the twenty houses were provided and materials became available for workers to build additional houses, add drains, and generally allowed the use of individual tastes in the construction of the colonia.

By 1924, the colonia counted over forty family units. Some apartments had been added to the twenty-two houses already constructed, and some families went ahead and built their own houses. Around these they often had a few pigs and chickens as supplements to their regular groceries. Bachelor workers found housing in various hotels along Montana Avenue. These hotels run by family members of Mexicans working for the Great Western provided a haven for the bachelors. Bars and gambling parlors provided diversion, and, as one informant related, there were always "las viejas" for solace.

By this time a general pattern became established that persisted until the use of migrant workers as the principal means of labor for the beets. During the off-season--principally through the winter and early spring--some workers labored in the factory slicing beets in order to remain on a wholly cash basis. The majority of the field workers, however, drew cash advances from the company in order to pay for groceries and heat. Advances in turn were deducted from

salaries paid the following year. While heads of families received encouragement to save at local banks and thus earn interest on their monies, the preponderant number continued with a new form of debt peonage. Such a situation, however, did not differ markedly from the labor situations encountered on the large haciendas in northern Mexico. In many respects, if limited hacienda studies are any basis for generalization, the situation of sugar beet workers in Montana was probably less oppressive than the hacienda labor system.

At this point it becomes apparent that two major elements drawn from the Mexican matrix culture became constants in the lives of the early sugar beet workers in Montana. First, they were recruited by Mexican coyotes to whom they owed particular loyalties often incomprehensible to those unfamiliar with Mexican culture. Personalist roots run deep within the culture, and the coyote component is but one manifestation of it. The other element was of course the debt system developed by the company. Such a system again drew from the mother culture and, while restrictive in some ways, nevertheless provided some security for workers. Such a method in part encouraged workers to stay in the area and thus provided a stable labor pool during the sugar beet season.

As stability came to the colonia during the 1920s, additional services were provided by the company. A major service appeared in the form of a doctor and clinic in the colonia. In this way worker health received attention though it is tempting to speculate that many of the Mexican workers continued to rely on the Mexican curanderos (herb healer) that retain such a hold on traditional Mexican medical thinking.

Economic reverses in agriculture appeared well before the world-wide depression of 1929. Worker demands in 1928 led to a reduced harvest because of an inability on the part of workers and the company to reach an agreement. As a result, fifty-eight families left the Billings area, and the crops went unpicked.

The company attempted to offset the out-migration of labor by bringing workers in from California, Texas, and Colorado. This still failed to save a substantial part of the crop.

Economic depression, world-wide in scope and impact, severely depressed agriculture throughout the United States. Sugar beet production attempted to maintain pre-1929 levels. Fortuitously for the sugar beet industry, the depression struck after the harvest was in, aided in part by additional workers from California. Already it became apparent that migratory labor would eventually replace a stable labor pool as increasing numbers of migrants came from California, Texas, and Colorado.

The early 1930s saw the sugar beet industry in Montana in the grips of depression while at the same time attempting to maintain production and care for those that remained of a stable labor force. Medical services continued to be provided. A first in agricultural labor in Montana occurred when a contract was offered the workers by the company. Overall, however, even with some migrants, providing economic relief proved a major challenge to a company with dwindling profits and glutted markets. By 1933, Mexican workers in the sugar beet areas around Billings were threatened by the return of German and Russian workers who themselves faced economic difficulties. In that year only 32 percent of the crops were worked by Mexican workers. Many left the area, and the company wrote off the debts that as yet had been uncollected.

In part the Mexican departure from the Billings area came as a result of an increased campaign by the Mexican government in the 1930s to repatriate many Mexicans out of the country. Promises of land--acquired under massive land expropriation and reform programs--lured Mexican workers back to the Mother Country. The departure, however, was not total. A significant number of Mexican workers remained in the area, and by 1935, sufficient agitation brought about talks of strikes because of depressed wages. By 1936, beet acreage declined,

and Mexicans were outnumbered by Russians and Germans. By the following year beet workers again threatened a strike, and government intervention became necessary to assure that local workers would be the first to receive jobs rather than migrants. A year later the Federal Sugar Act established labor rates for work in the beet fields with discretionary power granted to the U.S. Department of Agriculture to regulate labor rates. In 1940, transportation allowances were paid to workers from California and Colorado for work in Montana beet fields.

United States entry into World War II in late 1941 clearly pressed the sugar beet industry. Selective Service and high enlistment rates among Hispanics brought about severe labor shortages in American agriculture. Throughout most of 1942, acute shortages occurred in the agricultural sector. During the entire year the United States and Mexico negotiated for the use of Mexican nationals in industries where there existed severe labor shortages. By 1943, Mexican braceros became the major factor in the production of sugar beets in Montana. By 1935, the pattern of migrant labor, principally braceros, established itself firmly in the beet industry. Increasingly, individual farms provided housing; the old colonia had been dismantled. No longer did the sugar company become a provider of housing and social services. These responsibilities became transferred to the individual farms.

Thus, during the first twenty-five years in which Mexican and later Mexican-Americans became integral to the production of sugar beets in Montana, the labor relationship underwent significant changes. In the beginning the Great Western Sugar Company became recruiters for labor on the various sugar beet ranches. Economic changes throughout the late 1920s and 1930s removed the company, ultimately, from this role. In 1942, the company reinstated labor recruiters who wrote migrant families and also visited workers in order to avoid severe labor shortages. Yet, the pattern for migrant labor working

through the bracero program became the principal form of recruitment after 1943.

During the first twenty-five years of Mexican and Mexican-American involvement with the sugar beet industry in Montana, the Great Western Sugar Company, principally, became quite attuned to various means of maintaining a stable labor pool. The company, for example, used Mexicans in key company posts and thus provided positive role models for the mass of the laborers. Additionally, the company capitalized on the various facets of Mexican culture. Moreover, the colonia gave the local workers a sense of security, a new patria chica with which they could identify. Perpetuation of cultural traditions also underscored the ways in which the labor force was catered to by Mexican spokesman for the Great Western. Celebration of traditional holidays (May 5 and September 16) with ceremonies conducted in Spanish buttressed cultural connections with Mexico.

Maintenance of a stable labor force became a company concern through the 1920s and 1930s. Dependence on migrant labor left harvesting of sugar beets somewhat risky. Gainful employment during the off-season was a principal concern of many workers. Some circumstantial evidence exists that the Great Western Sugar Company worked closely with the Northern Pacific Railroad. During winter months many Mexican workers worked on track crews for the Northern Pacific. In fact, the relationship may have backfired on the sugar company, for many of their former beet workers preferred to work for the Northern Pacific on a steady basis rather than seasonally. In fact, a general pattern here emerges: most Mexicans came to Montana to work in agriculture and eventually worked their way into the railroad industry, especially after World War II.

World War II also had a significant impact on Mexican-Americans throughout the United States. High enlistment of Mexican-Americans in the armed forces gave those emerging from the world-wide conflict broader horizons and GI benefits

that helped them acquire better educations and training, better housing, and improved status within their communities.

#### Hispanics in Billings and Eastern Montana, 1945-Present

The post-war era saw an increased number of migrant workers in the beet fields of eastern and central Montana. Additionally, mechanization of some of the processes led to a reduction in the number of hand laborers required for the tasks. Other areas also opened up. Around Sidney, for example, sugar beets became a significant part of agricultural production. With mechanization and the development of powerful herbicides, attempts were made to reduce the number of workers required for thinning and topping. By the mid-1950s, the Great Western Sugar Company was again in the business of transportation workers. In 1957, for example, it furnished transportation to Texas families and also absorbed the transportation costs of Mexican braceros. By 1959, the company charged ranchers the cost of transporting workers. It was hoped that in this way individual growers would adopt labor saving methods and thus reduce the reliance on hand labor for sugar beet production. In 1962, the Great Western increased the worker/acre relationship to eighteen acres per worker. Growers whose workers did not achieve this goal were assessed for additional costs of transporting labor from Texas and Mexico.

At no time could the sugar beet growers achieve total reliance on mechanization. They still depended heavily on the workers for many of the processes involved in sugar beet culture. Consequently, the abolition of the bracero program in 1964 caused significant hardship on companies such as the Great Western that needed such workers for beets.

A shortage of workers after the withdrawal of braceros and increased government regulation in agriculture continued to plague the sugar companies after 1965. Local Mexican-Americans in the Billings area were encouraged to work in the beet fields to offset the labor shortage. But to most resident Mexican-Americans in

eastern Montana, sugar beet work was no longer a part of their traditional enterprises, and they proved to be less than able at what had once been their parents and grandparents principal means of livelihood. As a result, increased recruitment efforts were made in Texas, and the company paid transportation costs.

By 1970, as a further inducement to migrant workers, migrant schools were established. Some families resisted while others took advantage of the schools thus offered. Families from Texas waited until school had been dismissed in Texas before coming to Montana.

Between 1972 and 1975, various government agencies, principally OSHA, regulated the beet growers and issued citations for violations. During this same period the United States Department of Labor obtained an injunction that prohibited the Great Western Sugar Company from transporting workers in company vehicles in order for the laborers to arrange for their next job. In 1976, the last migrants were shipped to the beet fields at company expense. Growers now had to arrange for their own workers who in turn were forced to make their own travel arrangements.

Meanwhile, the development of a major petroleum industry in eastern Montana and in northern Wyoming brought increasing numbers of Mexicans into the area. Oil workers swelled populations in eastern Montana. These oil workers, many of them coming from Texas oil fields, added significantly to the diversity of the Hispanic population.

#### Hispanics in Western Montana

Greater ethnic diversity characterizes Hispanics west of the continental divide. While most Hispanics in central and eastern Montana come from principally Mexican or Mexican-American parentage, a greater variety occurs west of the mountains. Cubans, Puerto Ricans, South Americans, Spaniards, and some Central Americans mingle with the predominant Mexican stock that comprises the Hispanic

community in this part of Montana. While the western migrant stream contributed to agriculture both in sugar beets in the Bitterroot Valley and later the cherry harvests along Flathead Lake, a greater percentage of Hispanics in this area came for different reasons totally unrelated to agriculture. In Butte, for example, copper mining provided the principal attraction. Additionally, work on the railroads became an attractive means of earning a living. Some government work, employment in the various levels of education, and some of the professions attracted Hispanics to Montana. Unfortunately, our sources for western Montana are not nearly as plentiful as for an area like Yellowstone County where there exists a reasonably identifiable Hispanic community.

#### Urbanization and the Hispanic

Following a nationwide pattern, resident Hispanics in Montana are essentially urbanized. GI benefits growing out of United States involvement in World War II and the later Korean conflict followed by the Vietnam War gave increased benefits to Hispanics and allowed them to diversify their economic and social horizons. As in the rest of the nation Hispanics in Montana occupy almost all occupational endeavors and possess varying social and economic perspectives.

#### Linguistic Change and Cultural Assimilation

The patterns of urbanization that occurred among Hispanics in the United States and in Montana specifically resulted from increased economic mobility. Empirical observation of Hispanics in the area demonstrates that serious linguistic changes have occurred. With those Hispanics descended from long-time residents of Montana or a neighboring state the loss of Spanish as a functional language is more pronounced. Many of the younger Hispanics take a course in school in order to gain speaking proficiency. For those Hispanics more recently

arrived to the state, bilingualism is more a norm than an exception.

The search for improved status and acceptance by the dominant culture has often resulted in the rejection or loss of old cultural traditions.

Language, a primary vehicle of culture, is usually the first element to be eliminated. Strong extended family kinship ties eventually crumble, and often religious practices become diluted by the surge for assimilation.

Acceptance of dominant Anglo mores often leads to the accusation of vendido and Tio Taco aimed at those Hispanics who ostensibly reject their pasts.

Within Hispanic groups themselves there exist differences in outlook and perceptions of the world and of themselves. For example, Hispanos from New Mexico look with disdain at "Mexicans," for the latter cannot claim descent from the early settlers of the Spanish borderlands. Hispanics often view with derision those newly arrived from Mexico or Cuba or wherever because they are "greenhorns" and not adept at doing the Anglo Hustle.

A lingering attachment for "La Patria" (The Fatherland) persists, especially among those Mexican-Americans of the first generation that arrived in Montana in the 1920s. These original immigrants feel a strong final relationship with Mexico, and some continue to retain Mexican citizenship. As one generation has succeeded another, the Mexican connection became diluted and the rich heritage of another culture succumbed to the exigencies of survival.

#### Race and Prejudice in American Society

John Higham in his classic work Strangers in the Land carefully analyzes the essential components of American nativism and racial bias. While not addressed specifically to Hispanics, Higham nonetheless holds that the principles enunciated are applicable toward most immigrant groups. First and foremost stands a demand for conformity to the dominant culture. Thus a good Italian or a good

Mexican or a good Pole is one who has rejected old cultural ways and become an imitator of the dominant cultural group.

Philip W. Powell in his work Tree of Hate conclusively documents the almost chronic prejudice against Hispanics in American culture. Transported from England, the anti-liberian bias permeates the culture and makes more acceptable Frito Bandito stereotypes. (The Frito-lay ads were objectionable to many Hispanics.) American history textbooks are permeated with such bias. We see Mexican ineptitude in government while the inexorable juggernaut of the United States gained territory that had slipped from Mexican control. We are treated to stereo-typical treatment of Mexican-American labor and Mexican-American society. In short, such treatment through school textbooks fails to give positive reinforcement to the Mexican-American and other Hispanics. A survey of social studies textbooks used in Montana carefully buttresses the anti-Spanish Mexican prejudice.

Much of the following derives from empirical observation predicated upon more than twenty years of study of Mexico, Mexican-Americans, and Latin Americans in general. Perusal of oral history interviews plus the responses gained from statistical interviews indicates some major deviations from patterns in areas with heavy Hispanic populations. The great mass do not exist in a barrio but rather intermingle more readily. Poverty does not constitute a predominant problem. What does exist, however, is an invidious, sometimes unconscious, and pervasive bias aimed at maintaining the Hispanic in a subservient role. Schools and society in general have unwittingly collaborated in this effort through forced conformity to a dominant set of cultural values. In most Montana public schools, for example, an Hispanic student cannot achieve any degree of cultural awareness either through instruction or peer group reinforcement. The cultural enrichment of the area can be augmented through the minuscule trickle of people from the Hispanic world; yet, they too are beset by demands of the dominant group.

Treatment of Hispanics throughout the society comes through attempts to characterize them simplistically. Little attention is paid to diversity within the Hispanic communities, and all Hispanics are conveniently lumped into an arbitrarily homogeneous group. While agencies of academe and government revel in orgies of classification, the reality of the Hispanic existence denies classification into categories created for the convenience of those who may be ill-prepared both temperamentally and intellectually with the social and cultural kaleidoscope that is the Hispanic community in Montana and the United States in general.



Short and Long Form Surveys: An Analysis

(Note: This analysis was written by Manuel A. Machado, Jr., Professor of History, University of Montana. It is based on several hundred surveys completed by staff and volunteers.)

The following humanistic perceptions are based on the quantitative data obtained from the surveys. In the preparation of questionnaires for the survey of Hispanics in Montana the questions were derived from very intensive reading and research into the history and socio-cultural problems of Hispanics in the United States generally. The short-form questionnaires were then submitted to the HJR-19 Task Force for editorial comment and revision. The long-form questionnaires did not, with the agreement of the Task Force, come back to the group for revision and editorial comment since time was of the essence.

In spring of 1980 two thousand short form questionnaires were mailed to Hispanics who could be identified through telephone book listings. This provided us with addresses and phone numbers throughout the state and a master-list was thus compiled. The Department of Community Affairs received 284 responses (14.2%) to the mailed questionnaires, a lower figure than we had hoped. From these responses, a more intensive long-form was devised.

Because of the random nature of the responses to the short-form, response validity required a more intensive approach. With the long-form the same areas were surveyed as in the short-form with the addition of great numbers of in-depth questions. These follow-up surveys were conducted on a person-to-person basis utilizing both paid and volunteer workers from the Human Resource Development Councils, the Task Force, Department of Community Affairs-Community Services Division, and the University of Montana. Respondents

were selected from the master list on a random-sampling basis (usually every fourth name on a list). Finally, we accumulated 209 completed questionnaires which in turn formed the basis for the final analysis of data. Throughout the summer and fall of 1980 volunteers and paid workers visited with various respondents gathering data. David Drachman of the Department of Institutions aided the Research and Information Systems Division of the Department of Community Affairs in preparing the SPSS program used for computer analysis of the data.

As in all statistical surveys, an inevitable margin of error must be recognized. Because of the paucity of short-form responses and inevitable delays in the procurement of some data, we have reasonably estimated that the margin of error in most of the figures is  $\pm$  10 percent. While this is higher than then normal  $\pm$  3-5 percent, except in cases where opinions and perceptions are statistically close, the data gives a fair indication of problem areas in the social, economic, and cultural life of Hispanics in Montana. Thus, when reading these figures, it is well to keep the margin of error factor in mind.

### Hispanic Self-Perception

The 1960s brought to the fore problems of intense cultural identity among ethnic minorities in the United States. Following the lead of the civil rights movement, Hispanic organizations throughout the United States became increasingly assertive and new ones were formed. Even such conservative and assimilationist groups as LULAC (League of United Latin American Citizens), founded in 1929, increased demands for greater cultural awareness among Hispanics. Our survey, both in short and long form, clearly reveals that in Montana some inklings of awareness are becoming manifest. Of 209 respondents, 71 replied that they were Hispanic, a generic classification used by government statisticians. In totality, 47 respondents indicated that they were Spanish while 36 indicated that they were Mexican and 8 stated that they were of Mexican-American origin.

Interestingly, the preponderant generic classification (Hispanic) and the Spanish classification demonstrate a clear tendency on the part of Montana Hispanics, the vast majority of whom are of Mexican origin, to seek shelter under some sort of umbrella and thus alleviate themselves to some degree of a perceived Mexican stigma. This same pattern is seen in states like Texas where discrimination against Mexicans or Mexican-Americans characterized a part of the social fabric of the area.

Some deviation occurred on the short form. Of 246 respondents 113 stated that they were Hispanic while 106 said they were White. Again, this trend toward cultural assimilation and subconscious rejection of matrix cultures emerges in the process of anglicized

identity.

One basic indicator of self-perception appears in income levels of Hispanics in Montana. Assimilationist tendencies increase as income levels rise. Thus, for individuals with incomes between 5-15,000, there was greater identification as some classification of Hispanic (Mexican, Spanish, Mexican-American, Cuban, Puerto Rican, etc.) In income levels above \$15,000 per year the preponderance of responses came in the Hispanic, White or Spanish classification. We can conclude, therefore, that cultural perception begins to fade appreciably as income levels rise. While this is not a generalization that can be set in concrete, it does conform to tendencies described in Moore, Grebler, and Guzman, The Mexican American-The Nation's Second Largest Minority or in Machado, Listen Chicano! An Informal History of the Mexican American. It might be added parenthetically that these perceptual changes can also be viewed as a forced sort of conformity to the dominant culture, for if an individual wishes to advance economically he must perforce make cultural compromises until the matrix culture is diluted and ultimately extirpated. Once considered a sucess in one's area, individual Hispanics often reassess their Hispanicity.

Hispanics and Education

Discussion of cultural awareness inevitably leads to an analysis of the relationship between mainstream education and Hispanics both in the United States generally and Montana specifically. The state trend toward increased cultural awareness often seems in conflict with the economic statistics about perception and income levels. While 19.7% of the respondents stated that no need existed for courses to develop Hispanic awareness, 41.1%

took the position that such educational offerings would be advantageous. The largest figure, however, appeared in the "I don't know" category. This figure in itself is revealing, for it clearly shows a certain degree of defensiveness about coming out of the Hispanic closet.

Yet another paradox presents itself. While less than 50 percent of the respondents noted the need for classes in cultural awareness, over 50 percent supported, with varying degrees of enthusiasm, the notion of bilingual education. At this point, it seems clear that respondents did not make the connection between language and culture. It is the generally accepted premise that language serves as a primary vehicle of culture and all attendant cultural values. Thus, while one can conclude that a course of study blatantly labelled as "cultural awareness" has substantial support, this is only the case in less than 50 percent of the responses. Formal bilingual education, however, receives the support of 53.5 percent of the respondents, giving tacit approval to "cultural awareness" through a linguistic approach.

At a more rudimentary educational level Hispanics in Montana are generally about one year behind Anglo students in terms of age and grade. While not a marked deviation as is the case in large urban areas with Hispanic populations (San Antonio, Los Angeles, Chicago, Dallas, Houston, Phoenix) the statistical extrapolation of given data indicates that if Montana's Hispanic population were greater, that same group could be approaching the trends noted in areas with heavy Hispanic concentrations. In areas like the Lower Rio Grande Valley and major Texas cities as well as Los Angeles and Chicago, strong cultural reinforcement from Mexico and

other Spanish-speaking areas exacerbates the division between Anglo and Hispanic students. Our survey shows that as early as the second grade, there is already an element of the Hispanic school population that is a year behind. While statistically small, this trend still exists. Moreover, 69.7 percent of Hispanics who responded to the questionnaires indicated that they had at least completed high school, a much higher completion figure than can be found in areas of high Hispanic concentration. Also, one third of Hispanic respondents indicated that they had no advanced schooling; yet, 55.9 percent answered that they possessed education beyond the secondary school level. A possible explanation lies in the counseling given to Hispanics that directs them toward non-college work.

In discussing most ethnic minorities, the inevitable question of school discrimination manifests itself. Hispanic perceptions of this phenomenon in Montana are probably lower than on a nationwide scale, but this does not mitigate the seriousness of the problem; 43.3 respondents indicated with varying degrees of feeling that being Hispanic carried with it disadvantages while in school. At the same time 32.5 percent of respondents did not agree with the proposition. In the middle sat a group of 24.1 percent who ventured no opinion on the issue.

#### Language Usage

In the vast majority of responses to both the long and short form questionnaires the primary language was English. The surveys bore out the findings of Professor Anthony Beltramo of the University of Montana. Professor Beltramo concludes that as one moved further west in Montana, the decreasing number of Hispanics in the Western part of the state accounted for only occasional use of

Spanish as a primary language. In fact, in some Montana counties, Beltramo found that only surname accounted for Hispanic identity and that language no longer became a factor in the daily culture of individuals. On the other hand, in the eastern part of Montana, specifically from Billings to Sidney, Spanish still remained a daily mode of communication for substantial though statistically unmeasured numbers of Hispanics.

Respondents on the long, intensive questionnaire indicated by a substantial majority (72-74%) that they spoke English very well. Only a minuscule number stated that they spoke no English. In terms of Spanish speakers, of 209 respondents 23.9% or 50 of them stated that they spoke no Spanish; 34.9 (73 respondents) thought they spoke Spanish fairly well; and 41.1% (86) perceived their Spanish language ability as "very well." In mitigation of the above data between 83.3 and 86.1% indicated that their parents only spoke Spanish fairly well. Only .5% stated that their parents spoke very well. In part, the explanation for a reduced bilingualism lies in the places of origin of most Hispanics in the state. Short-form respondents indicated that 107 (39.1%) were native Montanans while an even greater number of them (130 or 47.4%) were from other parts of the United States. Only 37 respondents or 13.4% stated that they were from Mexico, Cuba, or some other part of the Hispanic world. Additionally, respondents who viewed themselves as speaking or not speaking Spanish very well may not have an absolute gauge of what is considered acceptable Spanish in terms of syntax, grammar, vocabulary, cultural nuance, and other indices of language fluency as determined by Spanish linguists.

#### Demographic and Social Data

Assimilationist tendencies among Montana Hispanics are not

only indicated in language use, educational levels, and cultural perceptions but also in family size. Respondents to the short form declared that they were in the mainstream of family size: 158 respondents (56.8%) indicated that their families consisted of between three and six members in the household. While this figure is slightly higher than the national norm of 2.5 children per family, it is still appreciably lower than patterns in areas of high Hispanic concentration.

#### Employment, Income and Public Assistance

As a corollary to population and family patterns appears in employment statistics and income levels. When asked to classify their employment, of 252 respondents to the short-form 67 or 26.8% viewed themselves as "blue collar" workers while an even greater number (95 or 37.7%) saw themselves as white collar workers. Only 7 or 2.8% were involved directly in agriculture while eleven or 4.4% declared themselves as professionals. Because of the presence of Malmstrom Air Force Base outside of Great Falls, 14 respondents (5.6%) indicated military affiliation.

Income levels for Hispanics kept relatively apace with the rest of the state. With the understanding of the variables involved in any type of survey, one can safely conclude with some validity that incomes of Hispanics are reasonably in line though weighted in the lower ranges. Short form respondents indicated that in the \$10,000 or below per annum 34 percent of those surveyed fell in this category while 66 percent of the respondents earned over \$10,000 per annum. The largest single block came in the category of those with incomes over \$17,000 per annum (92 or 36.7%). The in-depth figures drawn from the long form questionnaires seem to verify these findings with only minor deviations of two to four

percentage points in the different categories.

Employment statistics bear out the observation that most Hispanics in Montana are gainfully employed: 61.2% of respondents have been steadily at work for over thirteen months, with the heaviest concentration appearing in those steadily employed for over 48 months. The next largest concentration comes in those employed for less than one month (28.7%).

A total of 19.1% of respondents have been unemployed for between one month to over 48 months. This indicates a substantially higher rate than that of the rest of the state: November 1980 5.9%. In the areas of public assistance, the long-form responses only totaled 132 out of 209 interviewees. Areas reported included food stamps, low-income housing, aid to dependent children, generally welfare, and disability compensation. The largest number of respondents came in the family income brackets of \$15,000 per annum and below. Herein 84 respondents or 63.6% indicated receipt of some form of public assistance. Other forms of aid included aid to handicapped and special education provisions and these generally accounted for aid to those in the over \$15,000 per annum category.

#### Perceptions of Discrimination

While we have discussed discrimination in other connections in the course of this analysis, some areas still require examination. They are: Employment discrimination; financial discrimination; police discrimination; and problems in health. Despite the advent of affirmative action in most areas of endeavor, some perceived discrimination continues to exist, and the statistical breakdowns provide sufficient data to give some concern to policy makers in both the private and public sectors of the society.

A. Employment Discrimination: A substantial number of Hispanics throughout the state felt that discrimination in hiring and employment practices existed. Of the respondents answering the short-form questionnaire 28.9% or 77 respondents agreed that discrimination was practiced while twenty-four of them (9.6%) agreed strongly to the proposition. However, 27.3% of the responses indicated that they were not sure while a total of 34.1% or 85 respondents perceived no discrimination in employment practices. Yet, for over one-third of the responses to indicate perceptions of discrimination based on ethnicity indicates a major problem for both the public and private sectors of Montana.

B. Criminal Justice System: Again, the same pattern exists as we found in views of employment discrimination. In 201 long-form interviews 166 interviewees (82.6%) indicated that they had never been arrested (this does not include traffic violations); 13.4% stated that they had been arrested for misdemeanors; and .5% had been afoul of the law for juvenile crime. The bulk of the arrests (for both felony, misdemeanor, and juvenile crime) occurred in Billings (17 respondents). The major arrests in terms of interviewees occurred among individuals with incomes of \$15,000 per annum and below.

With such a low arrest record, the views of police discrimination are somewhat remarkable, for fully 30% (75 respondents) in the short-form interviews felt that police discrimination did exist, 33.2% were not sure, and 36.8% saw no discrimination. Again, a significant problem emerges because of the perceptions that respondents possessed about the relationship of the legal system and Hispanics

throughout the state.

C. Financial Discrimination: In this section we attempted to ascertain whether or not Hispanics view financial institutions as discriminating against them solely on the basis of ethnicity. Again, the same general percentage distribution of perceptions has occurred with minor variations from the other areas discussed previously. To wit: 27.6% felt that there did in fact exist financial discrimination while 34.4% were not sure. At the same time 37.9% saw no discrimination on the part of financial institutions.

D. Health Care: In terms of health care discrimination, there existed less feeling that ethnicity played a role in the delivery of medical services to Hispanics. Only 23% felt some degree of discrimination in health care while 77% were either not sure or saw no discrimination (39.5% and 37.5% respectively).

#### Perceptions of Major Problems

In attempting to elicit responses from Hispanics as to what they saw as major problems affecting them in Montana, 25.7% had no opinion, (20.1%), mentioned a variety of problems that did not fall under major categories, (7.0%) listed various forms of discrimination that again did not fall under major categories asked. Of the remaining 47.3% (101 responses out of 214), thirty of the responses placed education as the number one problem affecting Hispanics. Cultural identification ranked second in the list of perceived problems with 21 respondents viewing it in that light. Runing a close third (20 responses) was job discrimination while language was placed fourth (17 responses). In fifth and sixth place respectively were housing (11 responses) and job advancement

discrimination (2 responses).

The major deviations that exist between a listing of general problems and the specific enumeration of problems under specific categories reflects in part one of the weaknesses of the survey process. Respondents, especially those selected on a random sample basis, often find it more difficult to articulate generalized views than specific grievances or positions. As a consequence, while they might find employment discrimination as a major problem they may reason that this is the result of faulty education, thus increasing the numbers in the education category. The listing, however, does lead to some specific recommendations.

#### Recommendations

Formal interviews, random sample surveys, and informal conversations with Hispanics throughout the State lead to some conclusions based on data and perspective. The overriding concern among Hispanics emerges as education, for it is seen that education becomes the means by which problems in employment and income production can be ameliorated. Hispanics in Montana tend to maintain the traditional posture that post-secondary education is a positive good that will produce tangible results for them and for their families.

It should be noted, however, that improved education for Hispanics does not in and of itself relieve perceived or real discrimination. Education about Hispanics for the dominant members of the society is also required. Sensitivity training for officials of the justice system, private sector management, the financial world, social service workers, and educators themselves would increase the prospects for the reduction of perceived or real discrimination.

It is recommended, therefore, that priority be placed on education at all levels.



### Bibliography

(Note: This bibliography is applicable to both the Hispanic interview and the statistical analysis.)

#### General Works on Mexico and Spanish Background

Alba, Victor. The Mexicans. New York: Frederick A. Praeger Publishers, 1967.

Atkin, Ronald. Revolution: Mexico, 1910-1920. New York: John Day Company, 1971.

Brandenberg, Frank. The Making of Modern Mexico. Englewood Cliffs, N. J.: Prentice Hall, 1963.

James, Daniel. Mexico and the Americans. New York: Frederick A. Praeger Publishers, 1963.

Paz, Octavio. The Labyrinth of Solitude; Life and Thought in Mexico. Translated by Lysander Kemp. New York: Grove Press, 1962.

Powell, Philip W. Tree of Hate: Propaganda and Prejudice Affecting United States Relations with the Hispanic World. New York: Basic Books, 1971.

Whetten, Nathan L. Rural Mexico. Chicago: University of Chicago Press, 1948.

#### General Studies on Mexican-Americans and the Southwest

Burman, John. Mexican-Americans in the United States: A Reader. Cambridge, Mass.: Schenkman Publishing Company, 1970.

Gebler, Leo; Moore, Joan W.; and Guzman, Ralph C. The Mexican-American People: The Nation's Second Largest Minority. New York: Greenwood Press, 1968.

Harth, Dorothy E. and Baldwin, Lewis M. (eds.). Voices of Aztlan: Chicano Literature of Today. New York: New American Library, 1974.

Higham, John. Strangers in the Land: Patterns of American Nativism, 1860-1925. New York: Atheneum, 1955.

Machado, Manuel A., Jr. "Chicano Studies: A Mexican American Dissents," University Bookman, Fall 1970.

Machado, Manuel A., Jr. "Mexican-American History: Problems and Prospects," Western Review, Winter 1971.

- Machado, Manuel A., Jr. Listen Chicano! An Informal History of the Mexican-American. Chicago: Nelson-Hall, 1978.
- McWilliams, Carey. North From Mexico: The Spanish Speaking New York: Greenwood Press, 1968.
- Madsen, William. Mexican-Americans of South Texas. San Francisco: Holt, Rinehart, and Winston, 1964.
- Meier, Matt S. and Rivera, Feliciano. The Chicanos: A History of Mexican Americans. New York: Hill and Wang, 1972.
- Meinig, D. W. Southwest: Three Peoples in Geographical Change, 1600-1970. New York: Oxford University Press, 1971.
- Newman, Patty. Do It Up Brown. San Diego: View Point Books, 1971.
- Samora, Julián (ed.). La Raza: The Forgotten Americans. Notre Dame: University of Notre Dame Press, 1966.
- Specialized Works on Mexican-Americans
- Alvarez, José Hernández. "A Demographic Profile on the Mexican Immigration to the United States, 1910-1950," Journal of International Studies, July 1966.
- Clark, Margaret. Health in the Mexican-American Culture. Berkeley: University of California Press, 1959.
- Cue Canovas, Agustín. Los Estados Unidos y el México Olvidado. Mexico, D. F.: B. Costa-Amic, 1970.
- Galarza, Ernesto. Spiders in the House and Workers in the Field. Notre Dame: University of Notre Dame Press, 1970.
- Galarza, Ernesto. Strangers in Our Fields. Washington, D. C.: Joint United States-Mexico Trade Union Committee, 1956.
- Galarza, Ernesto; Gallegos, Herman; and Samora, Julián. Mexican Americans in the Southwest. Santa Barbara, Calif.: McNally and Loftin, 1969.
- Gamio, Manuel. Mexican Immigration to the United States. Chicago: University of Chicago Press, 1930.
- Gamio, Manuel. The Mexican Immigrant, His Life Story. Autobiographic Documents Collected by Manuel Gamio. Chicago: University of Chicago Press, 1931.

- González, Nancie L. The Spanish American of New Mexico: A Distinctive Heritage. Mexican American Study Project Advance Report 9. Los Angeles, Division of Research, Graduate School of Business, University of California, 1967.
- Heller, Celia S. Mexican-American Youth: Forgotten Youth at the Cross Roads. New York: Random House, 1969.
- Kiev, Ari. Curanderismo: Mexican-American Folk Psychiatry. New York: Free Press, 1968.
- Knowlton, Clark S., "Patrón-Peón Patterns Among the Spanish Americans of New Mexico," Social Forces, October 1962.
- Manuel, Herschel T. Spanish-Speaking Children of the Southwest. Austin: University of Texas Press, 1965.
- Peñalosa, Fernando, "The Changing Mexican-American in Southern California," Sociology and Social Research, September 1967.
- Peñalosa, Fernando and McDonagh, Edward C., "Education, Economic Status, and Social Class Awareness of Mexican Americans," Phylon, Summer, 1968.
- Romano V., Octavio Ignacio, "Charismatic Medicine, Faith Healing, and Sainthood," American Anthropologist, October 1965.
- Romano V., Octavio Ignacio, "Donship in a Mexican American Community in Texas," American Anthropologist, December 1960.
- Rubel, J. Arthur. Across the Tracks: Mexican-Americans in a Texas City. Austin: University of Texas Press, 1966.
- Rubel, J. Arthur, "Concepts of Disease in Mexican-American Culture," American Anthropologist, October 1960.
- Sánchez, George I. Forgotten People: A Study of New Mexicans. Albuquerque: University of New Mexico Press, 1940.

(The following educational survey results are preliminary. The final complete report of administrators and students will be submitted soon as an addendum.)

#### Educational Administrator Questionnaire

A questionnaire was sent to twenty-two superintendents in counties identified by the Hispanic Task Force as having a significant Hispanic population. Seventeen (77%) had responded (Billings District No. 2 not included). Based on those responses, the findings can be summarized as follows:

Only two districts had programs designed to assist children of limited English proficiency; both were serving Indochinese students through bilingual grants (Title VII) or refugee funds. Three districts (Butte, Great Falls and Sidney) indicated there was a need in the areas of language development or reading for a program to serve the bilingual population. All other districts indicated that there was no need. Reasons given for not having a program to address the needs of the bilingual population were:

- No bilingual population (4)
- Lack of interest (1)
- Lack of funds (2)
- Lack of staff (1)

The total number of Hispanic students in the fifteen districts was 401. Four districts indicated they had none. The addition of Billings District No. 2 will change the figures dramatically.

Only one district responded that it was unfamiliar with federal regulations concerning bilingual education. Five districts indicated they would prefer to fund a program for limited-English-proficient children in their district using federal funds, four said both federal and general funds and one indicated general fund only.

### Recommendations

The final recommendations of the Hispanic Task Force are as follows:

1. That a Commission on Hispanic Affairs be created, and
2. That agencies where a sizeable Hispanic population has an interest hire or designate an Hispanic liaison, especially within the Office of Public Instruction, Social and Rehabilitative Services, and the Governor's Office.

In conclusion, the Task Force believes that the report points out the education and employment problems of Hispanics and the perceived discrimination against Hispanics. Further, although the joint resolution was not funded, state government, the university system, and school districts responded to the need for the report. With the help of that response Hispanics have become more of an identifiable minority.



Appendix

## A. Long survey form questions

\*Long survey form data

Short survey form questions

\*Short survey form data

## B. Education survey forms

\*\*Education data

C. Mental Health Survey of Hispanics - Surnamed Montana Residents -  
submitted in cooperation with David Drachman, Department of Institutions.

## D. Names and addresses of Hispanic Task Force members and participants

\* Data print-outs are included only in the Legislative Council copy, due to their length and detail. However, the print-outs and the completed questionnaires are held at the Department of Community Affairs-Community Services Division.

\*\* Please contact Lynn Hinch at the Office of Public Instruction for this information.

INTERVIEWER:

TIME:

DATE:

1. DO YOU CONSIDER YOURSELF TO BE HISPANIC? IF NOT, WOULD YOU DESCRIBE YOURSELF AS WHITE, INDIAN, MEXICAN, CUBAN, PUERTO RICAN, SPANISH, OTHER?
2. WHAT LANGUAGE IS MOST COMMONLY SPOKEN IN YOUR HOUSEHOLD?
3. HOW WELL DO YOU SPEAK SPANISH (VERY WELL, FAIRLY WELL, NOT AT ALL, ETC.)?
4. HOW WELL DO YOU READ AND WRITE IN SPANISH (VERY WELL, FAIRLY WELL, NOT AT ALL, ETC.)?
5. HOW MANY MEMBERS OF YOUR FAMILY SPEAK SPANISH?
6. DOES (DID) YOUR FATHER SPEAK SPANISH?
7. DOES (DID) YOUR MOTHER SPEAK SPANISH?
8. HOW WELL DO YOU SPEAK ENGLISH (VERY WELL, FAIRLY WELL, NOT AT ALL, ETC.)?
9. HOW WELL DO YOU READ AND WRITE IN ENGLISH (VERY WELL, FAIRLY WELL, NOT AT ALL, ETC.)?
10. PLEASE LIST ALL YOUR CHILDREN AND RATE THEIR ABILITY ON A SCALE OF ONE TO FIVE (FIVE BEING MOST PROFICIENT OR MOST ABLE) TO CONVERSE AND READ AND WRITE IN SPANISH AND ENGLISH.

CHILD <u>(FIRST NAME)</u>	AGE	SPEAKS <u>ENGLISH</u>	READS AND <u>WRITES ENGLISH</u>	SPEAKS <u>SPANISH</u>	READS AND <u>WRITES SPANISH</u>
------------------------------	-----	--------------------------	------------------------------------	--------------------------	------------------------------------

1 )

2 )

3 )

4 )

5 )

6 )

7 )

8 )

11. HAVE YOU EVER HAD ANY PARTICULAR LANGUAGE-RELATED PROBLEMS IN MONTANA? IF SO, EXPLAIN.
12. DO YOU BELIEVE BILINGUAL EDUCATION WOULD HELP HISPANIC SCHOOL CHILDREN IN MONTANA?
13. DO YOU BELIEVE HISPANIC CHILDREN ARE DISCRIMINATED AGAINST IN MONTANA PUBLIC SCHOOLS? IF SO, HOW?
14. IN YOUR OPINION, WHAT IS THE MOST SIGNIFICANT PROBLEM(S) CONFRONTING HISPANIC SCHOOL CHILDREN IN THIS STATE?
15. WHAT TYPES OF SCHOOL PROGRAMS MIGHT MOST BENEFIT HISPANIC SCHOOL CHILDREN.
16. PLEASE LIST THE AMOUNT OF EDUCATION OF ALL FAMILY MEMBERS CURRENTLY LIVING WITH YOU.

<u>RELATIONSHIP (SPOUSE, CHILD, ETC.)</u>	<u>HIGHEST GRADE</u>	<u>OTHER (E.G., TECHNICAL SCHOOL COLLEGE, GED) PLEASE SPECIFY</u>
---	----------------------	---

1)  
2)  
3)  
4)  
5)  
6)  
7)  
8)  
9)  
10)

17. DO YOU BELIEVE DRUGS AND/OR ALCOHOL ARE MORE COMMONLY USED BY HISPANIC STUDENTS THAN AMONG OTHER STUDENTS?
18. TO THE BEST OF YOUR KNOWLEDGE, HAVE ANY OF YOUR SCHOOL AGE CHILDREN USED DRUGS. IF SO, BRIEFLY DESCRIBE THE CIRCUMSTANCES.

19. HAS ALCOHOL ABUSE EVER BEEN A SERIOUS PROBLEM AMONG YOUR SCHOOL AGE CHILDREN?
20. HAVE ANY ADULT MEMBERS OF YOUR FAMILY EVER HAD A DRUG OR ALCOHOL PROBLEM? IF SO, BRIEFLY DESCRIBE.
21. DO YOU BELIEVE HISPANICS ARE DISCRIMINATED AGAINST IN OBTAINING CREDIT?
22. HAVE YOU EVER BEEN REFUSED CREDIT BECAUSE OF YOUR ETHNIC BACKGROUND? IF SO, BRIEFLY DESCRIBE THE CIRCUMSTANCES.
23. DO YOU OWN OR RENT YOUR CURRENT RESIDENCE?
24. WOULD YOU DESCRIBE ITS CURRENT STATE OF MAINTAINENCE AS GOOD, FAIR, OR POOR?
25. HOW MANY PEOPLE, INCLUDING YOURSELF, LIVE IN YOUR CURRENT RESIDENCE?
26. HOW MANY ROOMS ARE THERE IN YOUR PRESENT RESIDENCE?
27. DO YOU FEEL THAT MONTANA'S HISPANICS FACE GREATER PROBLEMS IN THE AREA OF HOUSING THAN THE GENERAL POPULATION? IF SO, EXPLAIN.
28. WHAT KIND OF WORK DO YOU DO?
29. ARE YOU CURRENTLY EMPLOYED? IF SO, FOR HOW LONG?
30. ARE YOU CURRENTLY UNEMPLOYED? IF SO, FOR HOW LONG?
31. ARE YOU CURRENTLY RECEIVING ANY FORM OF GOVERNMENTAL FINANCIAL ASSISTANCE? IF SO, PLEASE INDICATE WHICH KIND.
32. DO YOU BELIEVE HISPANICS ARE DISCRIMINATED AGAINST IN OBTAINING EMPLOYMENT AND/OR BEING PROMOTED?
33. IN YOUR OPINION, HAVE YOU EVER BEEN DENIED EMPLOYMENT OR PROMOTION BECAUSE OF YOUR ETHNIC ORIGIN? IF SO, PLEASE DESCRIBE THE CIRCUMSTANCES.

34. HOW MUCH IS YOUR ANNUAL INCOME? \_\_\_\_\_ HOW MUCH INCOME DOES YOUR FAMILY HAVE FROM ALL SOURCES? \_\_\_\_\_
35. DO YOU BELIEVE HISPANICS FACE ANY PARTICULAR PROBLEMS IN THE AREA OF HEALTH CARE? IF SO, DESCRIBE.
36. DO YOU FEEL THAT POLICE IN MONTANA TREAT HISPANICS DIFFERENTLY?
37. DO YOU BELIEVE THAT MONTANA'S COURTS TREAT HISPANICS MORE HARSHLY?
38. HAVE YOU EVER BEEN ARRESTED? IF SO, WERE YOU CONVICTED OF A FELONY, MISDEMEANOR OR JUVENILE CRIME (INDICATE ONE).
39. HAS ANY MEMBER OF YOUR FAMILY BEEN ARRESTED? IF SO, WERE THEY CONVICTED OF A FELONY, MISDEMEANOR, OR JUVENILE CRIME (PLEASE SPECIFY).
40. WHERE WERE YOU BORN?
41. HOW LONG HAVE YOU LIVED IN MONTANA?
42. BRIEFLY DESCRIBE HOW YOUR FAMILY CAME TO MONTANA.
43. IN GENERAL, DO YOU FEEL THAT HISPANICS GENERALLY FAIR BETTER OR WORSE OR THE SAME AS IN OTHER STATES?
44. IN YOUR OPINION, WHAT ARE THE MOST SIGNIFICANT PROBLEMS HISPANICS FACE IN MONTANA?
45. WHAT COULD THE STATE OF MONTANA DO TO BEST ASSIST HISPANICS?
46. COMMENTS:

DCA

MONTANA DEPARTMENT OF COMMUNITY AFFAIRS  
Capitol Station, Helena, Montana 59601

Thomas E. Judge  
Governor

April 4, 1980

Dear Members of the Montana Hispanic Community:

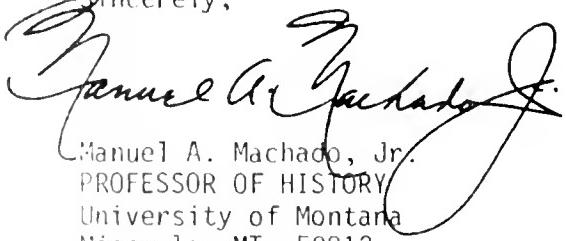
This note is to acquaint you with the work of the Hispanic Task Force created by a Resolution of the Legislature during the 1979 session of that body. Working under authority from House Joint Resolution 19, the Hispanic Task Force and the Department of Community Affairs is undertaking a study of the needs and progress of Montana's Hispanic Community.

Among those areas that we are studying lie such things as education--problems and opportunities, law enforcement and the justice system, housing, credit, and employment.

We would appreciate your response to the enclosed questionnaire within two weeks. Your responses will in part help determine the course that the Task Force will take and will assist us in making legislative recommendations to the 1981 Legislature. Enclosed you will find a prestamped envelope for your use in returning the questionnaire. Some of you will be contacted by an interviewer in order to get a more detailed questionnaire answered.

We thank you for your assistance. Responses will be strictly confidential, and they may be unsigned. Should you have any questions, contact me at the University of Montana, or contact Bryant Hatch, Department of Community Affairs, Helena, Montana 59601, phone (406) 449-3420.

Sincerely,



Manuel A. Machado, Jr.  
PROFESSOR OF HISTORY  
University of Montana  
Missoula, MT 59812  
(406) 243-2231

MAM:BB:mg  
Enclosure

## Questionnaire

1. Do you consider yourself to be:

- a) Hispanic    b) Black    c) White    d) Indian    e) Other

2. Where were you born?

3. How long have you lived in Montana?

4. How many members are in your immediate family?

5. What language is most commonly spoken in your home?

6. How well do you speak and understand English?

- 1) Very well    b) Not very well    c) Not at all

7. How well do you read and write English?

- 1) Very well    b) Not very well    c) Not at all

8. Did you attend public or private school in Montana?

9. Circle the highest grade you completed in school.

1    2    3    4    5    6    7    8    9    10    11    12

10. Have you received any education beyond and/or in addition to high school (e.g., college, Vo Tech, GED, etc.). If so, briefly describe.

11. Please indicate the age and current school grade level of other family members living in your household.

<u>Age</u>	<u>Current Grade Level</u>	<u>Relationship</u>
------------	----------------------------	---------------------

- 1)  
2)  
3)  
4)  
5)  
6)  
7)  
8)  
9)  
10)  
11)  
12)

12. Are you currently employed? Yes \_\_\_\_\_ No \_\_\_\_\_ If so, for how long?  
 Years \_\_\_\_\_ Months \_\_\_\_\_

13. Are you currently unemployed? Yes \_\_\_\_\_ No \_\_\_\_\_ If so, for how long?  
 Years \_\_\_\_\_ Months \_\_\_\_\_

14. What is your approximate annual salary (check one)?

- |                        |                         |
|------------------------|-------------------------|
| 1) Below \$5,000       | 4) \$10,000 to \$13,000 |
| 2) \$5,000 to \$7,500  | 5) \$13,000 to \$17,000 |
| 3) \$7,500 to \$10,000 | 6) Above \$17,000       |

15. What kind of work do you do?

The following questions are designed to ascertain the attitudes of Hispanics in Montana about various problems which confront them.

1. Generally, Hispanics receive the same treatment in the schools as other children.  
1) Strongly disagree 2) Disagree 3) Not sure 4) Agree 5) Strongly agree
2. Hispanic awareness classes would help keep kids in schools?  
1) Strongly disagree 2) Disagree 3) Not sure 4) Agree 5) Strongly agree
3. There is a need for bilingual education in the elementary grades.  
1) Strongly disagree 2) Disagree 3) Not sure 4) Agree 5) Strongly agree
4. Hispanic children generally begin school at a significant disadvantage.  
1) Strongly disagree 2) Disagree 3) Not sure 4) Agree 5) Strongly agree
5. Hispanics are frequently discriminated against when seeking employment.  
1) Strongly disagree 2) Disagree 3) Not sure 4) Agree 5) Strongly agree
6. Hispanics are dealt with unfairly by the police.  
1) Strongly disagree 2) Disagree 3) Not sure 4) Agree 5) Strongly agree
7. Hispanics find it more difficult to acquire loans/credit.  
1) Strongly disagree 2) Disagree 3) Not sure 4) Agree 5) Strongly agree
8. Hispanics in Montana generally speak far better than Hispanics in other states.  
1) Strongly disagree 2) Disagree 3) Not sure 4) Agree 5) Strongly agree
9. Language difficulties make it hard for Montana's Hispanics to receive adequate health care.  
1) Strongly disagree 2) Disagree 3) Not sure 4) Agree 5) Strongly agree
10. In your opinion, what is the most significant problem facing Montana's Hispanic population?

**DCA**

MONTANA DEPARTMENT OF COMMUNITY AFFAIRS

Capitol Station - Helena, Montana 59601

Thomas E. Judge  
Governor

April 4, 1980

Muy estimado miembro de la comunidad hispana de Montana:

Esta nota le llega a Ud. con el propósito de darle de conocer la tarea de la Comisión Hispánica creada por medio de una Resolución Legislativa durante la junta de la Cámara de Diputados en 1979. Trabajando bajo la autoridad de esta resolución, la Comisión Hispánica y el Departamento de "Community Affairs" del gobierno de esta entidad propone llevar a cabo un estudio y análisis de las necesidades y el progreso de la comunidad hispana.

Entre los asuntos que estamos estudiando se encuentran cosas como: educación--problemas y oportunidades--, la ley y el sistema de justicia, hogares, crédito financiero y trabajo.

Apreciariamos su respuesta dentro de dos semanas después de recibir el cuestionario incluido con esta carta. Sus respuestas servirán en parte como guía para el curso que tomará la Comisión Hispánica y nos ayudará en hacer sugerencias legislativas a la Cámara de Diputados en 1981. Adjunto adosarán un sobre ya sellado para devolver su cuestionario. Algunos de Uds. también podrán ayudarnos cuando le pidan entrevista para conseguir más detalles.

Le agradecemos su ayuda. Sus respuestas se mantendrán con confianza estricta, no existe necesidad de firmarla. Si por alguna razón hay preguntas, me pueden llamar en la Universidad de Montana o pueden llamar al Sr. Bryant Hatch, Department of Community Affairs, Helena, Montana 59601, (406) 449-3420. Acepten, por favor, mis sinceras gracias por su ayuda.

Sinceramente

Manuel A. Machado y Martínez  
Profesor de Historia  
Universidad de Montana  
Missoula, Montana 59812  
(406) 243-2231

CUESTIONARIO

1. ¿Cómo se considera Ud?

- a. Hispanico    b. Negro    c. Blanco    d. Indio    e. Otro \_\_\_\_\_

2. ¿Dónde nació Ud.?

3. ¿Qué tantos años ha vivido en Montana?

4. ¿Cuantos Miembros hay de su familia inmediata?

5. ¿Cuál idioma se usa más extensivamente en su casa?

6. ¿Con qué facilidad habla y entiende Ud. el inglés?

- a. Muy bien    b. No muy bien    c. Nada

7. Con qué facilidad lee y escribe Ud. el inglés?

- a. Muy bien    b. No muy bien    c. Nada

8. ¿Asistió Ud. escuela privada o pública en Montana?

9. ¿Indique Ud. el nivel más avanzado que Ud. completo en la escuela.

1    2    3    4    5    6    7    8    9    10    11    12

10. ¿Ha recibido Ud. educación pasando la secundaria? (Por ejemplo, universidad, Vo Tech, GED, etc.) Explique por favor.

11. Indique, por favor, el nivel escolar de otros miembros de su familia que viven en su casa.

<u>Edad</u>	<u>Nivel Escolar</u>	<u>Relacion a Ud.</u>
-------------	----------------------	-----------------------

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

12. ¿Tiene Ud. trabajo? Sí \_\_\_\_\_ No \_\_\_\_\_ Si contestó en lo afirmativo, ¿que tanto tiempo ha Ud. trabajado? Años \_\_\_\_\_ Meses \_\_\_\_\_

13. ¿Está Ud. sin trabajo? Sí \_\_\_\_\_ No \_\_\_\_\_ Si contestó en lo afirmativo, ¿que tanto tiempo ha estado Ud. sin empleo? Años \_\_\_\_\_ Meses \_\_\_\_\_

14. ¿Cuál es su sueldo anual? (indique uno de los siguientes)

- |                    |       |                          |       |
|--------------------|-------|--------------------------|-------|
| 1. Bajo de \$5,000 | _____ | 4. \$10,000 a \$13,000   | _____ |
| 2. 5000 a \$7,500  | _____ | 5. \$13,000 a 17,000     | _____ |
| 3. 7,500 a 10,000  | _____ | 6. En exceso de \$17,000 | _____ |

15. ¿Que clase de trabajo hace Ud.?

Las siguientes preguntas se construyeron para determinar los actitudes de la comunidad hispana de Montana sobre los problemas que encuentran.

1. En general, los hispanos reciben el mismo tratamiento en las escuelas que los otros niños.

- |                                |                             |                |
|--------------------------------|-----------------------------|----------------|
| 1. Completamente no de acuerdo | 2. No de acuerdo            | 3. sin opinión |
| 4. de acuerdo                  | 5. completamente de acuerdo |                |

2. Clases sobre los raíces hispanos ayudaría mantener más niños en la escuela.

- |                                |                             |                |
|--------------------------------|-----------------------------|----------------|
| 1. Completamente no de acuerdo | 2. no de acuerdo            | 3. sin opinión |
| 4. de acuerdo                  | 5. Completamente de acuerdo |                |

3. Hay necesidad para un programa de educación bilingüe en las escuelas primarias.

- |                                |                             |                |
|--------------------------------|-----------------------------|----------------|
| 1. Completamente no de acuerdo | 2. no de acuerdo            | 3. sin opinión |
| 4. de acuerdo                  | 5. Completamente de acuerdo |                |

4. En general, niños hispanos empiezan la escuela con desventajas.

- |                                |                             |                |
|--------------------------------|-----------------------------|----------------|
| 1. Completamente no de acuerdo | 2. no de acuerdo            | 3. sin opinión |
| 4. de acuerdo                  | 5. completamente de acuerdo |                |

5. Cuando buscan empleo, los hispanos encuentran discriminación.

- |                                |                             |                |
|--------------------------------|-----------------------------|----------------|
| 1. completamente no de acuerdo | 2. no de acuerdo            | 3. sin opinión |
| 4. de acuerdo                  | 5. completamente de acuerdo |                |

6. Hispanos no reciben tratamiento justo por la policía  
1. completamente no de acuerdo    2. no de acuerdo    3. sin opinión  
4. de acuerdo    5. completamente de acuerdo
7. Hispanos encuentran más dificultades para obtener prestamos o crédito  
1. completamente no de acuerdo    2. no de acuerdo    3. sin opinión  
4. de acuerdo    5. completamente de acuerdo
8. En general, la comunidad hispana de Montana tiene más ventajas que en otras partes del país.  
1. completamente no de acuerdo    2. no de acuerdo    3. sin opinión  
4. de acuerdo    5. completamente de acuerdo
9. Dificultades con idioma lo hace más difícil para que los hispanos de Montana obtengan tratamiento médico  
1. completamente no de acuerdo    2. no de acuerdo    3. sin opinion  
4. de acuerdo    5. completamente de acuerdo
10. En su opinión, ¿cuál es el problema de mayor significación que enfrenta la población hispánica de Montana?

State of Montana  
Office of Public Instruction  
Georgia Rice, Superintendent  
Helena, MT 59601

**IIR-19 TASK FORCE  
EDUCATION QUESTIONNAIRE  
(Administrators)**

1. Is there any special program in your district designed to assist children whose primary language is a language other than English and whose English proficiency is limited?

- 1.a. If yes, what is the funding source? (e.g., ESEA Title I, ESEA Title VII, etc.)  
1.b. Which of the following are served by the program?

(Columns 1 through 5 must equal Column 6)

	1 AMERICAN INDIAN OR ALASKAN NATIVE	2 ASIAN OR PACIFIC ISLANDER	3 HISPANIC	4 NON-HISPANIC BLACK	5 NON-HISPANIC WHITE	6 TOTAL
Number of Students						

2. If the answer to No. 1 is no, is there a need to have a program to serve your bilingual population?

- 2.a. If there is a need, in what areas? (e.g., math, reading, support service, etc.)

3. If you have a bilingual population and if you presently do not have a program to address its needs, what are the reason(s) for the lack of a program?

(Check as many as apply.)

- a. Lack of staff  
b. Lack of funds  
c. Lack of interest  
d. Lack of community support  
e. Other \_\_\_\_\_

4. Please indicate the number of students enrolled in your district who belong to the following groups:

(Columns 1 through 5 must equal Column 6)

	1 AMERICAN INDIAN OR ALASKAN NATIVE	2 ASIAN OR PACIFIC ISLANDER	3 HISPANIC	4 NON-HISPANIC BLACK	5 NON-HISPANIC WHITE	6 TOTAL
Number of Students						

5. Do you presently have any certified personnel in your district who are bilingual and could serve your bilingual population?

6. Are you familiar with federal regulations regarding bilingual programs?

- 6.a. If so, do you have any comments about them?

7. How would you prefer to fund a program in your district?

- a. General Fund  
b. Federal Money  
c. Both

8. Other comments:

Thank you for your time and cooperation



Mental Health Survey of  
Hispanic-Surnamed Montana Residents

Department of Institutions  
Mental Health and Residential Service Division

FINAL REPORT

DAVID DRACMAN  
Program Evaluator

State of Montana

Esther Martinez  
Consultant



This report was commissioned by the State of Montana, Department of Institutions, pursuant to contract obligations under federal contract #78-78-0011 (III) for development of a community support system in Montana. Specifically, this contract will accomplish Activity 5, Sub-Task A under Task 6 as described in the 1980 Management Plan.

The main purpose of this report, as outlined in the agency analysis, of the survey data is:

- A. Mental Health Problems. To determine the amount of contact this group has with a number of mental health problems, particularly chronic mental illness.
- B. Sources of Help. To determine what sources of help this group turns to when confronted with these problems.
- C. Barriers. To determine what may be preventing this group from utilizing the community mental health centers.

#### DATA SUMMARY - METHOD

- Telephone Survey
- Random sample of 300 Hispanics. Surnamed individuals selected from list compiled by the HJR-19 Task Force.

#### INDIVIDUALS SURVEYED - RESULTS - RANDOM SAMPLE OF 300

<u>RESIDENCE</u>	<u>NUMBER</u>	<u>% of 200</u>	<u>% of 300</u>
III Billings	64	32.00	21.33
IV Butte-Helena-Bozeman	50	25.00	16.67
II Great Falls-Havre	34	17.00	11.33
V Missoula-Kalispell	30	15.00	10.00
I Miles City-Glasgow-Glendive	22	11.00	7.33
<b>SUBTOTAL</b>	<b>200</b>	<b>100.00</b>	<b>66.67</b>
Not contacted	14		4.67
Refused to interview	20		6.67
Busy signal-no answer	32		10.67
Phone no longer in service	34		11.33
<b>TOTAL</b>	<b>300</b>	<b>100.00</b>	

#### Mental Health Problems

The individuals interviewed showed the following frequency of contact with mental health problems (rated by importance)

<u>Type of problem</u>	<u>Number of interviewees knowing someone with that problem</u>	<u>Per Cent</u>
1. Marital Problems	77	38.5
2. Alcohol Problem	67	33.5
3. Depression	55	27.5
4. Serious Physical	46	23.0
5. Child-raising problem	43	21.5
6. Drug Abuse problem	25	12.5
7. Mental illness	12	6.0



Marital difficulties was the most frequently encountered mental health problem (58.3% of the respondents) followed by alcohol abuse (55.0%), depression (57.0%), and child-rearing problems (21.5%). 5.5% of the respondents personally knew someone whom they felt to be mentally ill.

The following figures show the proportions of the sample having personal contact with x or more of the six mental problems.

Rated by frequency of contact with 0 to 6 of the problems listed. -

<u>Number of mental health problems (x)</u>	<u>Number of interviewees who reported having personal contact with x of the 6 problems</u>	<u>Per Cent</u>
0	80	40.0
1	39	19.5
2	36	18.0
3	22	11.0
4	14	7.0
5	6	3.0
6	3	1.5
TOTAL	200	100.00

Forty per cent of the respondents reporting knowing no one with any of the six mental health problem . Nineteen and one half per cent had personal contact with two of the problems and 18 per cent had personal contact with all six problem areas.

Contact with chronic mental illness. Of the 12 respondents who were personally acquainted with someone who was mentally ill, six reported that this person had been ill one year or more (3.0% of the sample).

Recommended sources of help. For each of the seven health programs, the respondent was asked what type of help he would recommend for this person. The tables below give the results for each health problem.

The Hispanic population in Montana seems to have established its set of priorities, with regards to the sources of help utilized for treatment of various mental disorders affecting its people. For each of the disorders listed in the questionnaire, the Hispanics gave the following as their preferred sources of help and treatment:

<u>1. Serious physical help</u>	<u>Number of interviewees recommending this source</u>	<u>Per Cent</u>
Source of help		
Physician	168	84.0
Hospital	19	9.5
Other	13	6.5
TOTAL	200	100.00

## 2. Depression

Mental Health Center	50	25.0
Physician	41	20.5
Priest or minister	28	14.0
Psychiatrist	21	10.5
Counselor	12	6.0
Friend or relative	12	6.0
Other	36	18.0
TOTAL	200	100.00

3. Alcohol Problem

<u>Source of help</u>	<u>Number of interviewees recommending this source</u>	<u>Per Cent</u>
AA	171	67.5
Alcohol Center	20	10.0
Physician	16	8.0
Mental Health Center	12	6.0
Other	31	15.5
<u>TOTAL</u>	<u>200</u>	<u>100.00</u>

4. Drug Problem

Drug Center	71	35.5
Physician	33	16.5
Don't know	27	13.5
Mental Health Center	17	8.5
Other	52	26.0
<u>TOTAL</u>	<u>200</u>	<u>100.00</u>

5. Marital problem

Counselor	87	43.5
Priest or minister	73	36.5
Mental Health Center	16	8.0
Other	24	12.0
<u>TOTAL</u>	<u>200</u>	<u>100.00</u>

6. Child-raising problem

Don't know	39	19.5
Priest or minister	28	14.0
Counselor	26	13.0
Physician	21	10.5
Mental Health center	14	7.0
Friend or relative	13	6.5
School System	11	5.5
Other	48	24.0
<u>TOTAL</u>	<u>200</u>	<u>100.00</u>

7. Mental illness

Physician	55	27.5
Mental Health Center	45	22.5
Psychiatrist	44	22.0
Psychologist	15	7.5
Don't know	12	6.0
Other	29	14.5
<u>TOTAL</u>	<u>200</u>	<u>100.00</u>

The Hispanic population in Montana apparently has a good knowledge of the centers available to its people, and with the exception of drug problems and child-raising problems, the Hispanics are not lacking any knowledge, sources for treatment for mental disorders.

Whereas the Hispanics have established their preference in all treatment areas except for drug and child raising problems, as evident by the 27 and 59% "don't know" responses in these categories; there must be some reason for their apparent lack of knowledge as to centers for treatment of these two problems. The survey data shows that only 21.5% and 12.5% of the interviewees knew of anybody with a child-raising and drug problems respectively. One would have to re-scan the interview forms in order to ascertain whether the lack of knowledge as to treatment centers for these two problems is due to the respondents' never having been acquainted with the problem and thus not in a position to seek sources of help; which is probably the case.

Hispanics are resourceful, intelligent people, who, if confronted with these problems, would, as they have indicated by their knowledge of other treatment services, seek out and find the sources that best suit their needs.

With regards to mental illness, a small percentage (6%) of the interviewees did not know where to refer a person for treatment disorder, again, probably because they had not been in a position when they had to consider much less, referring someone for treatment of mental illness.

#### BARRIERS

There seems to be no barriers preventing the usage of mental health centers by Hispanic the 125 respondents who did not mention the mental health center, replied as follows when asked if one was available

<u>Number of Interviewees</u>	<u>Per Cent of 200</u>	<u>Per Cent of 125</u>	
66	22.00	52.80	"not sure"
48	16.00	38.40	" Yet "
11	3.67	8.80	"not available"
<u>125</u>	<u>41.67</u>	<u>100.00</u>	
<u>75</u>	<u>25.00</u>		did recommend
<u>200</u>	<u>100.00</u>		

There the data collected would have to be re-analyzed to determine if the respondents who did not mention the mental health center have been in a position when they knew of, or had to refer somebody with a mental illness for treatment.

A very small precentage of the total respondents either forgot to mention the health center or were not familiar with it; in the course of a brief telephone interview it is not surprising that some individuals may have forgotten that the mental health center is available. Responses in that category are as follows:

	<u>Number of interviewees</u>	
Forced to mention it	70	10.00
Not familiar with it	17	8.50
Specialist, must refer	6	3.00
Other agency better	3	1.50
Other	2	1.00

The biggest mental health problems facing the Hispanic as the interviewees see it, are ranked as follows:

<u>Most serious mental health problem facing this group</u>	<u>Number of interviewees</u>	<u>Per Cent</u>
Alcohol	36	18.0
Drugs	31	15.5
Don't Know	26	13.0
Depression	16	8.0
Money Troubles	15	7.5
Stress	14	7.0
Marriage/family troubles	13	6.5
<u>Other</u>	<u>49</u>	<u>24.5</u>
<u>TOTAL</u>	<u>200</u>	<u>100.00</u>

Alcohol and drugs were most frequently names as the most serious problem. Also mentioned often were depression, money troubles, stress, and marriage or family troubles. This data helps to explain the lack of knowledge pertaining to centers dealing in drugs, child-raising and mental health problems facing this group; 69% of the interviewees did not consider drugs a problem; 87% did not consider marriage/family troubles a problem and the percentage of those mentioning mental illness was apparently not significant enough to be summarized as a separate category. Thus, the lack of knowledge about drugs, mental illness, and family problem treatment centers is not surprising, as most of the respondents were not concerned with these areas and obviously had no need for knowledge about them.

Characteristics of the respondents are as follows:

#### 1. Demographics

<u>Education</u>	<u>Number of interviewees</u>	<u>Per Cent</u>
High School graduate	78	39.0
some college	36	18.0
Eighth grade or less	28	14.0
some high school	23	11.5
college graduate	20	10.0
graduate school	8	4.0
technical school	6	3.0
<u>refused</u>	<u>1</u>	<u>.5</u>
<u>TOTAL</u>	<u>200</u>	<u>100.0</u>

The highest category here was "high school graduate" (39.0%), followed by "some college" (18.0%), and "eighth grade or less" (14.0%).

<u>2. Age</u>	<u>Number of interviewees</u>	<u>Per Cent</u>
18 to 25	36	18.0
26 to 35	66	33.0
36 to 50	57	28.5
51 to 64	23	11.5
65 plus	17	8.5
<u>refused</u>	<u>1</u>	<u>.5</u>
<u>TOTAL</u>	<u>200</u>	<u>100.00</u>

The majority of respondents (61.5%) fell into the 26 to 50 range, although all ages were well-represented.

<u>3. Ethnic Identification</u>	<u>Number of interviewees</u>	<u>Per Cent</u>
White	143	71.5
Hispanic	43	21.5
Native American	7	3.5
Other	3	1.5
<u>Refused</u>	<u>4</u>	<u>2.0</u>
<u>TOTAL</u>	<u>200</u>	<u>100.00</u>

When asked to name the race or ethnic group which they fell into, the great majority of the respondents identified themselves as white (71.5%). Forty-three (21.5%) identified themselves as of Hispanic descent, and seven (3.5%) reported themselves as Native Americans.

<u>4. Sex</u>	<u>Number of Interviewees</u>	<u>Per Cent</u>
Male	62	31.0
Female	133	66.5
Unknown	5	2.5
<u>TOTAL</u>	<u>200</u>	<u>100.0</u>

Interviewers recorded the sex of the respondents based on voice. Nearly two-thirds of the respondents were female.

With regard to ethnic identification, 143 or 71.5% of the interviewees classified themselves as "white" which may seem surprising to some readers of this report. This is not unusual. Many Hispanics are descendants of Spanish people who are white, which are no different from other white Europeans such as the French, for example. Whereas a large percentage of the Hispanic population in the Yellowstone valley is of Mexican descent.

Another factor contributing to the large response by white Hispanics could be the fact that Hispanic individuals, other than those already classified as white, could be married to non-Hispanic whites and it was their spouses and not them who answered the phones, during the survey. White women, who were at one time married to Hispanic surnamed individuals, and still carrying the Hispanic name would not classify themselves as Hispanic, like their former husbands, but as what they really are, which is white.

REPORT SUMMARY:

1. The Hispanic population does have some contact with Mental health problems. Now, whether they come into contact with these problems at a higher rate than the rest of the population cannot be determined from this survey.
2. Hispanics seem to be well aware of, and have chosen the sources of help best suited to their needs.
3. No barriers seem to be keeping the Hispanics from utilizing mental health centers or other sources of help which they feel are best for the treatment of the mental disorders that may affect them.

Names and addresses of Hispanic Task Force members and participants

S. Jaime Arredondo  
Legislative Committee Chairman  
Mt. Migrant Education Program  
508 Poppy Pl.  
Billings, MT 59101

Father Barron  
2461 St. Ann  
Butte, MT 59701

Antoine J.J. Bastien  
Alianza Mexicana  
Box 20614  
Billings, MT 59104

Angie Cormier  
Education Committee Chairman  
Bldg. Reg. Spanish Club  
(Teachers)  
2115 11th St. W.  
Billings, MT 59102

Roberto Federico  
Chairman  
Latino Club  
2518 1st Avenue N.  
Billings, MT 59101

Rodney L. Garcia  
1st Vice Chairman  
State Migrant & Seasonal  
Farmworker Advisory Board  
214 So. 38th St.  
Billings, MT 59101

Jim Gonzales  
Concillio Mexicano  
2406 6th Ave. N.  
Billings, MT 59101

Esther Hoffman  
2nd Vice Chairman  
EMC Spanish Club  
3515 Hawthorne  
R.R. 11  
Billings, MT 59101

Father Janer  
Our Lady of Guadalupe  
523 S. 29th  
Billings, MT 59101

Loyda Linstead  
901 7th Avenue W.  
Kalispell, MT 59901

Augustine Lopez  
Mt. Migrant Council  
1213 Poly Dr.  
Billings, MT 59102

Manuel Machado  
Rocky Mtn. Council of  
Latin-Am. Studies  
Department of History  
University of Montana  
Missoula, MT 59823

Marge Orozco  
3943 State Street  
Billings, MT 59101

Daniel Ramirez  
1136 W. Broadway  
Butte, MT 59701

Gabriel Rivera, II  
830 S. Colorado St.  
Butte, MT 59701

John Salazar  
Box 803  
Miles City, MT 59301

Jes Slevira  
Hispanic Program  
1903 Bannack Dr.  
Billings, MT 59101





50 copies of this public document were published at an estimated cost of \$3.81 per copy, for a total cost of \$190.60, which includes \$165.00 for printing and \$25.60 for distribution.